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BOOK REVIEWS

A Cyclopedie of Education. Edited by PAUL MONROE. Vol. IV. New York: Macmillan, 1913. \$5.00.

The fourth volume of this work, like the preceding ones, is a mine of information for everyone, whether teacher, student, or "the general public." There are technical articles of interest chiefly to teachers such as "Mental Arithmetic," "Objective Method," "Perception," "Memory." There are noteworthy articles for the specialist in educational science, among which should be mentioned, first of all, Dewey's contribution on the "Philosophy of Education." This article will be extremely valuable for the orientation of current thought along the line of the principles of education. The specialists in different educational fields will find in this volume many long technical articles of special interest to themselves. Among these may be mentioned, "The Middle Ages," "Military Education," "Modern Languages," "English Literature," "Logic," "Music and Musical Terms," and "Music in Education," "National Government and Education," "Oxford," etc. Parents and the general reading public, as well as educational experts, will find such articles as the following of much interest: "Children's Literature," "Maps," "Medical Inspection," "Missions," "Moral Education," "School Museums," "Parent-hood," "Peace," "Pensions," and "Philanthropy." Some of these articles are long and give very comprehensive views of the subjects treated.

State and national educational systems continue to be well treated. The biographical material given on educators and philosophers and psychologists is abundant but concise. The system of cross-references is especially well worked out.

A considerable number of very sketchy, unilluminating paragraphs on various subjects occur in this as in the previous volumes. It is of course easy for a busy man to whom a certain set of articles has been assigned on subjects on which he has a few general ideas to yield to the temptation of throwing out a set of quite casual and commonplace remarks on his various assignments in lieu of real scholarly treatments. The articles on "The Psychology of Number" and "Magic" are illustrations.

The more carefully one examines these great volumes, the more does one feel that they constitute a reference work of great value for all intelligent classes of people. It is a cyclopedie of education in the broadest sense of the word, covering a wide range of subjects related to the development of human culture. The reviewer is becoming accustomed to turn to it instead of to more bulky works for much general information and he is constantly surprised at the extent to which it lends itself to this use.

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